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Resolution adopted by the General Assembly on 22 December 2015

[*on the report of the Second Committee (A/70/472/Add.8)*]

70/209. United Nations Decade of Education for Sustainable Development (2005–2014)

The General Assembly,

Recalling its resolution 69/211 of 19 December 2014 and other previous resolutions on the United Nations Decade of Education for Sustainable Development,

Reaffirming its resolution 70/1 of 25 September 2015, entitled "Transforming our world: the 2030 Agenda for Sustainable Development", in which it adopted a comprehensive, far-reaching and people-centred set of universal and transformative Sustainable Development Goals and targets, its commitment to working tirelessly for the full implementation of this Agenda by 2030, its recognition that eradicating poverty in all its forms and dimensions, including extreme poverty, is the greatest global challenge and an indispensable requirement for sustainable development, its commitment to achieving sustainable development in its three dimensions — economic, social and environmental — in a balanced and integrated manner, and to building upon the achievements of the Millennium Development Goals and seeking to address their unfinished business,

Reaffirming also the commitment made in the 2030 Agenda for Sustainable Development to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all,

Reaffirming further the commitment made in the 2030 Agenda for Sustainable Development to ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development,

Reaffirming its resolution 69/313 of 27 July 2015 on the Addis Ababa Action Agenda of the Third International Conference on Financing for Development, which is an integral part of the 2030 Agenda for Sustainable Development, supports and complements it, helps to contextualize its means of implementation targets with concrete policies and actions, and reaffirms the strong political commitment to address the challenge of financing and creating an enabling environment at all levels for sustainable development in the spirit of global partnership and solidarity,

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Acknowledging the importance for achieving sustainable development of delivering quality education to all girls and boys, which will require reaching children living in extreme poverty, children with disabilities, migrant and refugee children and those in conflict and post-conflict situations and providing safe, non-violent, inclusive and effective learning environments for all, and recognizing the importance of scaling up investments and international cooperation to allow all children to complete free, equitable, inclusive and quality early childhood, primary and secondary education, including through scaling up and strengthening initiatives, such as the Global Partnership for Education, and by upgrading education facilities that are child, disability and gender sensitive and increasing the percentage of qualified teachers in developing countries, including through international cooperation, especially in the least developed countries and small island developing States,

Acknowledging also the importance of adopting science, technology and innovation strategies as integral elements of national sustainable development strategies to help to strengthen knowledge-sharing and collaboration and the importance of scaling up investment in science, technology, engineering and mathematics education and enhancing technical, vocational and tertiary education and training and of ensuring equal access for women and girls and encouraging their participation therein,

Acknowledging further the importance of education for achieving sustainable development, including in the context of the Millennium Development Goals, Agenda 21,[1] the Plan of Implementation of the World Summit on Sustainable Development (Johannesburg Plan of Implementation),[2] the United Nations Conference on Sustainable Development, the World Conference on Education for Sustainable Development, organized by the Government of Japan and the United Nations Educational, Scientific and Cultural Organization, held in Aichi-Nagoya, Japan, from 10 to 12 November 2014, the World Education Forum 2015, held in Incheon, Republic of Korea, from 19 to 22 May 2015, the 2030 Agenda for Sustainable Development and the Education 2030 Framework for Action, adopted on 4 November 2015 by the General Conference of the United Nations Educational, Scientific and Cultural Organization during its thirty-eighth session,

Noting the key findings contained in the review of the implementation of the United Nations Decade of Education for Sustainable Development, 2005–2014, prepared by the Director General of the United Nations Educational, Scientific and Cultural Organization,[3] the challenges outlined therein and the recommendations for the realization of the full potential of the Decade,

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[1] *Report of the United Nations Conference on Environment and Development, Rio de Janeiro, 3–14 June 1992*, vol. I, *Resolutions Adopted by the Conference* (United Nations publication, Sales No. E.93.I.8 and corrigendum), resolution 1, annex II.

[2] *Report of the World Summit on Sustainable Development, Johannesburg, South Africa, 26 August–4 September 2002* (United Nations publication, Sales No. E.03.II.A.1 and corrigendum), chap. I, resolution 2, annex.

[3] A/70/228.

Noting also the Global Action Programme on Education for Sustainable Development as follow-up to the United Nations Decade of Education for Sustainable Development after 2014,[4] the Aichi-Nagoya Declaration on Education for Sustainable Development,[5] adopted at the World Conference on Education for Sustainable Development, and the Incheon Declaration of the World Education Forum 2015,[6]

Recognizing the importance of promoting a holistic approach to education for sustainable development and of encouraging the reinforcement of the interdisciplinary linkages of the three pillars of sustainable development, economic, social and environmental, including different branches of knowledge,

Recognizing also the role of education for sustainable development in promoting and enhancing public awareness of the eradication of poverty, of sustainable consumption and production, of combating climate change and of building disaster-resilient communities, among other things,

Stressing the importance of inclusiveness within the United Nations development system and that no country is left behind in the implementation of the present resolution,

1. *Takes note* of the report of the Director General of the United Nations Educational, Scientific and Cultural Organization on the review of the implementation of the United Nations Decade of Education for Sustainable Development, 2005–2014;[3]

2. *Reaffirms* education for sustainable development as a vital means of implementation for sustainable development, as outlined in the Aichi-Nagoya Declaration on Education for Sustainable Development,[5] and welcomes the increasing international recognition of education for sustainable development in quality education and lifelong learning;

3. *Calls upon* the international community to provide inclusive and equitable quality education at all levels — early childhood, primary, secondary and tertiary, including technical and vocational training — so that all people may have access to lifelong learning opportunities that help them to acquire the knowledge and skills needed to exploit opportunities to participate fully in society and contribute to sustainable development;

4. *Encourages* Governments and other concerned stakeholders to scale up education for sustainable development action through implementation of the Global Action Programme on Education for Sustainable Development as follow-up to the United Nations Decade of Education for Sustainable Development after 2014;[4]

5. *Encourages* Governments to increase efforts to systemically integrate and institutionalize education for sustainable development in the education sector and other relevant sectors, as appropriate, including through, inter alia, the provision of financial resources, the inclusion of education for sustainable development in relevant policies and the development of the capacities of policymakers, institutional leaders and educators, as well as through the strengthening of research,

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[4] See A/69/76.

[5] A/70/228, annex.

[6] Incheon Declaration: Education 2030: Towards inclusive and equitable quality education and lifelong learning for all.

innovation and monitoring and evaluation on education for sustainable development in order to support the scaling up of good practices;

6. *Encourages* all countries, intergovernmental bodies, organizations of the United Nations system, relevant non-governmental organizations and all other relevant stakeholders to enhance international cooperation in supporting the efforts of developing countries towards the realization of the full potential of education for sustainable development;

7. *Decides* to give consideration, as appropriate, to the contribution of education for sustainable development in the follow-up and review framework of the 2030 Agenda for Sustainable Development;[7]

8. *Invites* the United Nations Educational, Scientific and Cultural Organization, as the lead agency for education for sustainable development, to continue to provide coordination for the implementation of the Global Action Programme on Education for Sustainable Development, in cooperation with Governments, United Nations organizations, funds and programmes, non-governmental organizations and other stakeholders, and to continue to advocate the importance of ensuring adequate resources for education for sustainable development, and calls upon the United Nations system to increase efforts to fully mainstream a gender perspective into the implementation of the Global Action Programme;

9. *Invites* the organizations of the United Nations system, in particular the United Nations Educational, Scientific and Cultural Organization, to continue to provide support and assist Member States, upon their request, in developing their national capacities to promote education for sustainable development, including through knowledge-sharing and standard-setting, the exchange of best practices, data collection, research and study;

10. *Invites* the United Nations Educational, Scientific and Cultural Organization and other relevant United Nations bodies to continue to assess, in consultation with Member States, progress towards the achievement of education for sustainable development;

11. *Requests* the Secretary-General to ensure that United Nations country teams continue to further integrate and mainstream education into their programming exercises, in particular United Nations Development Assistance Frameworks, in consultation with relevant national authorities, while respecting national and other relevant policies and priorities, when assisting countries in the pursuit of their development objectives;

12. *Encourages* all countries, relevant intergovernmental bodies, organizations of the United Nations system, relevant non-governmental organizations and all other relevant stakeholders to give due consideration to the contribution of education to the achievement of sustainable development in the formulation of national, regional and international development policies and international cooperation instruments;

13. *Calls upon* the relevant organizations of the United Nations system, within their respective mandates and resources, to ensure that no country is left behind in the implementation of the present resolution;

[7] Resolution 70/1.

14. *Requests* the Secretary-General to submit to the General Assembly at its seventy-second session a report on the implementation of the present resolution, and decides to include, under the item entitled "Sustainable development", a sub-item entitled "Education for sustainable development" in the provisional agenda of its seventy-second session, unless otherwise agreed in the discussions on the revitalization of the Second Committee.

81st plenary meeting
22 December 2015